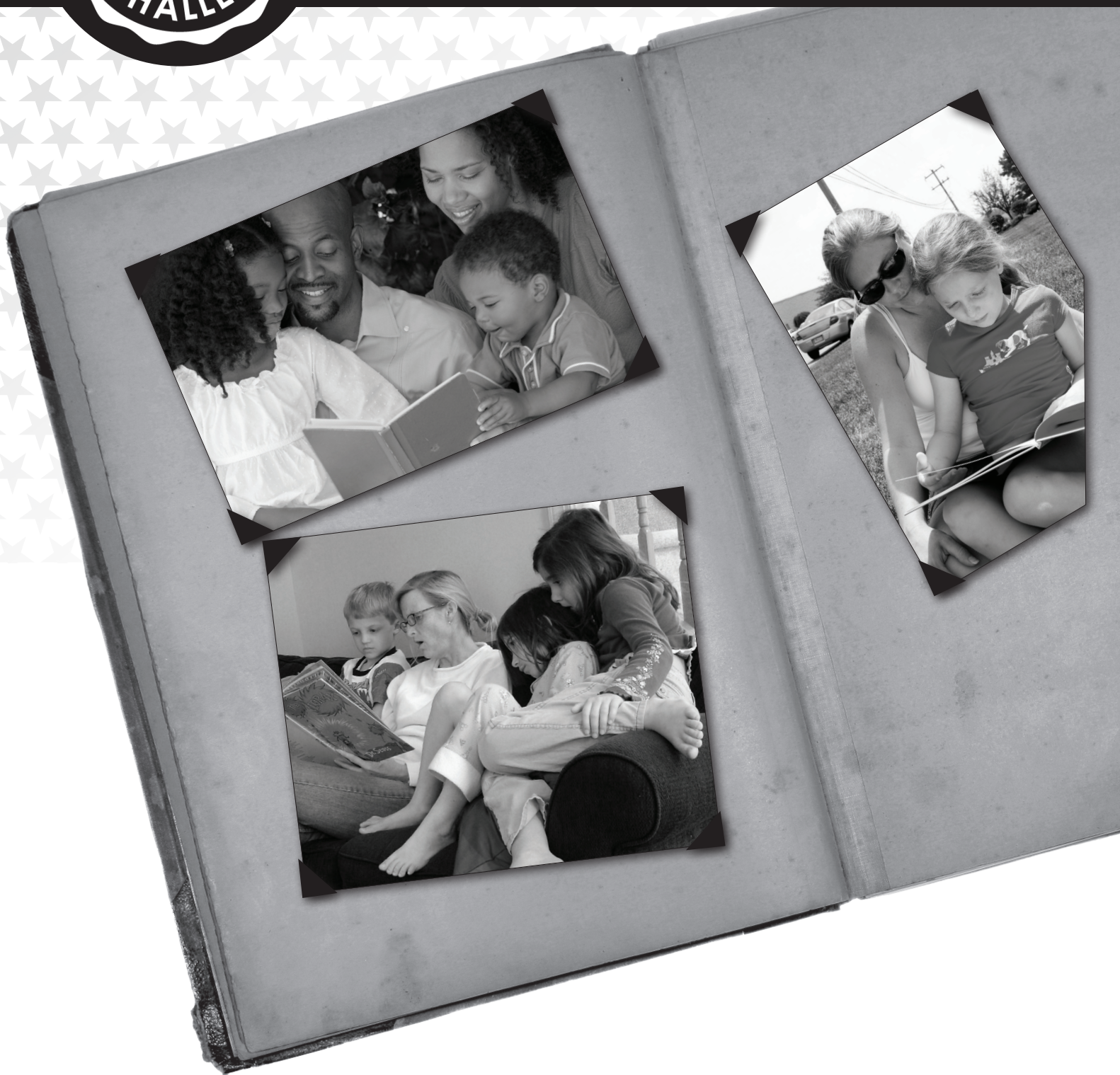




Parent Packet





100 BOOK CHALLENGE®

Linking Independent Reading with Effective Instruction

Dear Parents,

Did you know that children who score at the 95% level in reading on state tests spend two or more hours reading at home every night just because they like it? We know that when children love to do something, they get very good at it. Children who learn to love reading become very good readers. Good readers are successful in school. Success in school opens the doors to opportunity later in life.

Some children don't spend much time reading at home. Often they think that reading is schoolwork, and they only read what they have to. These children never really learn to love reading and often develop reading problems that turn into academic problems that can turn into life problems.

The solution is to be sure your children LOVE to read. Here's how to make sure that happens:

1. Be the Blocker for your Home Team: Insist on 30 minutes of family reading time every single weekday night. Block out TV, computers, telephone calls, video games, and other homework. For 30 minutes insist that all of your children (and adults, if possible) read books. Have healthy snacks and comfy places to snuggle up and read together.

2. Insist that your children read books they enjoy. If they are stopping to sound out words, the books are too hard. They can only pay attention to the ideas when they don't have to think about the words. Reading hard books is a surefire way to teach children that reading is not for them.

3. Do NOT test children on their reading. If you are able to read with your child, be sure to talk about the ideas, not the words. Laugh at the funny parts, wonder out loud about the information, talk about the characters. If you turn reading into a testing session, you will be teaching your child not to like to read.

4. Sign the logsheet so your children's teachers know that you are actively involved with reading at home. Even if your children already love to read and you don't think they need to keep logsheets, please sign the log anyway. The children love it and you will be helping your school establish Home Reading Routines by providing a good role model for other families. Imagine raising your children in a community where every family spent 30 minutes reading together every night.

Smart is not something you are. Smart is something you become. Reading makes us all smarter.

Thank you for your support.



What Is 100 BOOK CHALLENGE?

Research shows that students who read for one hour every day, from books that they can read and want to read, have a much better chance for success in school and beyond. 100 BOOK CHALLENGE is an instructional system that puts children and their reading lives at the center of the curriculum. Students keep track of their reading Steps (1 Step = 15 minutes of reading) on their Reading logsheets. The rewards are great, and the process is simple:

1. Classrooms are filled with multicultural books (fiction and nonfiction) at a variety of color levels to match the independent reading level of each student. Classroom collections are rotated weekly so that children always have access to new titles at each level.
2. As a part of regular literacy instruction, students receive 30 uninterrupted minutes (2 Steps) of Independent Reading in school. During those 30 minutes, each student practices applying whatever skill or strategy the teacher taught to a book of his/her choice that is at his/her independent reading level. While students read, the teacher coaches individuals. Students are also required to read for 30 minutes at home.
3. Reading logsheets are completed accurately and signed by coach. This tracks the progress of each student. Parents, teachers, principals, and students all know how many Steps each student has completed.
4. Teachers and principals broadcast student success as students work toward the goal of establishing a successful reading lifestyle with all students reading on or above grade level.

100 Book Challenge

Reading Log
Each Step represents 15 minutes of reading.

Name: Jason Alexander
Grade: 4 Room: 321

ATTENTION HOME COACHES: Please sign only if you heard or saw the student reading.

Step #	Title	Date	Pages	Level	Coach's Signature	Home
221	Hey L! D!	11/6	74	2R	Mr B	
222	Spiders	11/6	11	2R	Mr B	
223	Incredible Shrinks	11/6	1	2R	Mr B	
224						
225	Amelia Bedelia Plays	11/7	11	1R	Mr B	
226	Baseball	11/7				
227						
228	Captain Underpants	11/7		2R	Dad	
229						
230						
231						
232	Captain Underpants	11/8	40	2R	Mr B	
233						
234	Captain Underpants	11/8	51	2R	Mr B	
235						

Total # of Steps to date = . This number divided by equals the number of hours read.

Please indicate which Steps the reader read at home with an "H" in the Home column.

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Sight Words

a	all	am	about	again	at	be	because
and	are	as	away	but	can	could	day
can	can't	com	do	does	for	from	game
down	for	get	go	has	he	how	just
had	has	have	he	is	it	like	make
there	I	in	is	it	like	make	not
of	like	little	me	on	one	of	so
back	lets	me	on	one	of	so	the
of	on	one	of	so	the	the	was
me	she	that	the	was	was	was	was
there	they	this	was	was	was	was	was
up	want	was	was	was	was	was	was
went	what	when	when	when	when	when	when
why	will	with	with	with	with	with	with

Directions:

Step # of

Color:

Notes:



Integrated Literacy Framework

CONTENT



Reading



Writing

FORMATIVE

Whole-Group

1:1

Small-Group

ASSESSMENT



Reading Log

The more you read, the smarter you get!

1 Step = 15 Minutes of Reading. Count Steps, not Books.

Name: _____

Grade: _____ Room: _____

ATTENTION HOME COACHES: Please sign only if you *heard* or *saw* the student reading.

Step #	Write <u>one</u> title down for every 15 minutes you read.	Level	Date	Coach's Signature	Home

Total # of Steps to date = _____. This number divided by 4 = _____ Total Hours of Reading

Please indicate which Steps the reader read at home with an asterisk (*) in the "Home" column.



Reading Log

Each Step represents 15 minutes of reading.

Name: _____

Grade: _____ Room: _____

ATTENTION HOME COACHES: Please sign only if you *heard* or *saw* the student reading.

Step #	Write one title down for every 15 minutes you read.	Date	Pages	Level	Coach's Signature	Home

Total # of Steps to date = _____. This number divided by 4 = _____ Total Hours of Reading
Please indicate which Steps the reader read at home with an asterisk (*) in the "Home" column.



Patterns of Reading Practice

1. The top 5% of students in achievement read 144 times more than the lowest 5%.
2. Students in private schools spend 67% more time reading than students in public schools.
3. The quantity of trade book reading is the single best predictor of test score performance and success in schools.
4. The reading level at which a student is challenged by exposure to new vocabulary and concepts *without being frustrated* is the reading level at which reading practice will promote maximum development.
5. Students improve 2.66 grade levels per year per *60 minutes per school day* they spend reading trade books.



Lots of Easy Reading Is Essential

“Simply put, students need enormous quantities of successful reading to become independent, proficient readers. By successful reading, I mean reading experiences in which students perform with a high level of accuracy, fluency, and comprehension. When a 9-year-old misses as few as two or three words in each hundred running words of text, the text may be too hard for effective practice. That text may be appropriate for instructional purposes, but developing readers need much more high-success reading than difficult reading. It is the high-accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process.”



How Much Should Our Children Read at Home?

One hour every day

from the time they are four months old until they take the SAT

if they want to go to any four-year public or private college:

Penn State—University Park, PA
Spelman College—Atlanta, GA
Ohio State—Columbus, OH
Morehouse College—Atlanta, GA
University of Pittsburgh—Pittsburgh, PA
Tuskegee University—Tuskegee, AL
Colorado State—Fort Collins, CO
Harvard University—Cambridge, MA
Fisk University—Nashville, TN
Stanford University—San Francisco, CA
Clark-Atlanta University—Atlanta, GA
University of Pennsylvania—Philadelphia, PA
Howard University—Washington, DC

The typical middle-class child enters first grade with 1,000–1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours.

—M.J. Adams, *Learning to Read*

The quantity of trade book reading is the best single predictor of test score performance and success in schools, and is a better predictor than either socioeconomic factors or parental education.

—Terrance Paul, *Patterns of Reading Practice*



Reading Lifestyles

How Is Your Family Doing?

1. If parents read, chances are children will read.
2. Designate reading time in the home—a time when television and radio are off and books are on.
3. Try to visit the library weekly as a family.
4. Take children to bookstores (new and used) and encourage them to spend their own money on books they want.
5. Each home should have a library (i.e., a collection of best-loved books to be read often and shared with others).
6. Parents should read to young children.
7. Self-discipline is the key to a life of reading pleasure—read for information and fun.
8. Books are like good fruit—rare, precious, and healthy.

Home Read-Aloud Counts as Home Reading for Kindergarten and First Grade

Language experience and reading experience go hand in hand in growing a reader. The most important difference between more successful and less successful readers is the amount of reading experience they have. Those differences in experience start at the very beginning of children's lives. Most children from middle- and upper-income homes are read to for an average of 1,000 to 1,700 hours before they enter first grade. Children from high-poverty homes are read to for an average of only 25 hours during these crucial, formative years.

For home reading, one-to-one Read-Alouds to a Kindergarten or first-grade child may be included on the logsheet. For each 15-minute Step of Read-Aloud, the person who reads the book to the child should sign in the "Coach's Signature" space. The Coach may be a parent, guardian, other relative, neighbor, older sibling, etc.

Source: Haki Madhubuti, *Black Men: Obsolete, Single, Dangerous?: Afrikan Families in Transition—Essays in Discovery, Solution, and Hope*



Patterns of Reading Practice

Reading Achievement & Vocabulary Exposure

Some students in America are reading a lot more than others, are encountering many more words per year than others, and are reading better than others. This study by Anderson, Wilson, and Fielding found that the amount of time a child spent reading was strongly correlated with the scores the child earned on tests of reading proficiency. The students who read more, read better. They found that the students in the highest category in terms of amount of reading, read books, magazines, newspapers, comic books, and mail for more than an hour each day. Students who read more, scored better on reading tests, and "...time spent reading books was the best predictor of a child's growth as a reader from the second to the fifth grade." (p. 294)

PERCENTILE RANK (IN TERMS OF AMOUNT OF READING)	MINUTES PER DAY	WORDS PER YEAR
98th	67.3	4,733,000
90th	33.4	2,355,000
70th	16.9	1,168,000
50th	9.2	601,000
30th	4.3	251,000
10th	1.0	51,000
2nd	0	-

Anderson, R., et al. *Reading Research Quarterly*. (3). 1998



Family Questionnaire

Student's Name: _____ Grade: _____ Teacher: _____

Working along with your child, please circle all answers that apply to your child and write anything else you feel might help us encourage your child to read for knowledge and pleasure.

- | | |
|--|--|
| 1. My Child <ul style="list-style-type: none">• Loves to read• Likes to read• Doesn't care about reading• Hates to read | 2. My Child <ul style="list-style-type: none">• Feels like a good reader• Feels like an okay reader• Feels like a poor reader |
| 3. This summer, my child read <ul style="list-style-type: none">• More than one hour most days• 30 minutes to an hour most days• 15–30 minutes most days• Every once in a while• Almost never• Never | 4. My child read during these times because <ul style="list-style-type: none">• We insisted• He/she wanted to• School assignment• Other |
| 5. My child <ul style="list-style-type: none">• Asks to be taken to the library• Asks to be taken to bookstores• Spends his/her own money on books• Reads to younger siblings or friends• Reads without being nagged | |
| 6. Are there any avid readers in your home? Who? _____ | |
| 7. Do you have any concerns about your child's reading lifestyle? What should we know about your child as a reader? (Use the back if necessary.)

_____ | |

Parent's signature

Child's signature

Date



Readers Read at Their Independent Reading Levels

At Independent Reading levels, students:

- Can use what they know to figure out the few hard words by themselves.
- Are engaged for long periods of time.
- Want to do it again.
- Can tell you what they've learned from their reading.
- Laugh at the funny parts.
- Read with expression.
- Are relaxed, comfortable, and having fun.
- Get into the habit of fluency, understanding, and success.
- Are learning to love to read.

Home Coach Contract

Establish an Academic Lifestyle at Home

- ☐ Turn off TV, computers, phone and games.
- ☐ Observe your child reading for 30 minutes.
- ☐ Think and talk about the books afterwards.
- ☐ Sign Home Reading log sheets.
- ☐ Pack up the books for safe return to school.

AMERICAN
READING COMPANY

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl



Independent Reading Level Assessment Guide

Grade	Expected Level	Student must be able to	Student doesn't need to be able to
PreK	RTM		Read anything.
K	1Y	Listen to first couple of pages of a Yellow book and use the pattern and pictures to give a reasonable "reading" of rest of book.	Track words on a page in Yellow books. "Sound out" anything.
	2Y	Track and self-correct to read one word for each word on the page after being given the pattern to Yellow books.	Use initial consonants to solve unknown words in Yellow books. "Sound out" anything.
	3Y	Use most consonant sounds to prompt unknown words (i.e., <i>cup</i> not <i>glass</i>) after being given the pattern in Yellow books.	Use initial consonants to read words they've never heard before. Read any Power Words.
	1G	Recognize 25+ Power Words. Use initial consonant sounds and pictures to guess at new word.	Sound out more than the first letter. Know any vowel sounds.
1	2G	Recognize 85+ Power Words. Use initial consonant blends and pictures to guess at new word.	Sound out more than the first 2 letters. Know any vowel sounds.
	1B	Use familiar chunks (vowel families) to figure out most 1-syllable words.	Figure out most 2-syllable words.
	2B	Use familiar chunks (vowel families) to figure out most 2-syllable words.	Figure out most 3-syllable words.
2	1R	Use familiar chunks (vowel families) to figure out most 3-syllable words.	Figure out irregular, multisyllabic words.
	2R	Figure out any word familiar from speech (<i>mysterious, championship, familiar</i>). Finish chapter books.	Deduce the meaning of words they've never said or heard (<i>cantankerous</i>).
3	Wt	Decode and deduce meaning of words they have never heard in speech (<i>shrugged, exclaimed</i>) common to third-grade level books. Finish chapter books.	Deduce the meaning of words appropriate to levels beyond the third grade.

Black, Orange, Purple, Bronze, Silver, and Gold

are distinguished by their content, including:

- Density and frequency level of literary vocabulary
- Use of literary devices
- Complexity of sentence structures
- Technical load of content area materials, including technical vocabulary
- Complexity and familiarity of organizational schemes and genres



On Target: Grade Level

Four Marking Periods

Use the chart below to help determine if students are reading on, below, or above grade level, based on their American Reading Company color levels. To be considered on grade level, a student should consistently be reading books independently in school and at home at the color level indicated for his or her grade at the indicated time of year.

Caution: A student should move up in levels “naturally” as a consequence of lots of reading and good coaching. It is counterproductive to “push” a student to a higher level before he or she is ready.

On Target: Grade Levels

Grade	September	November	January	March	June
K	1Y	2Y	3Y	1G	1G
1 st	1G	2G	1B	2B	2B
2 nd	2B	1R	1R	2R	2R
3 rd	2R	Wt	Wt	Wt	Wt
4 th	Wt	Bk	Bk	Bk	Bk
5 th	Bk	Or	Or	Or	Or
6 th	Or	Pu	Pu	Pu	Pu
7 th	Pu	1Br	1Br	1Br	1Br
8 th	1Br	2Br	2Br	2Br	2Br
9 th	2Br	Si	Si	Si	Si
10 th	Si	Si	Si	Si	Si
11 th	Si	Gl	Gl	Gl	Gl
12 th	Gl	Gl	Gl	Gl	Gl



Coaching Guidelines

The Reader

- Holds the book.
- Points to each word as he or she reads it (Levels Y–G).
- Tries to figure out a word he or she doesn't know.
- Asks for help if the word is too hard.

The Coach

- Holds the logsheet.
- Listens to every word the reader reads.
- If the reader makes a mistake, the coach:
 - Says, "Oops! Try that again."
 - Says, "Try making the first sound."
 - Says, "Try looking at the picture for clues."
 - Tells the reader the word.
- Helps the reader (if necessary) write the titles on the logsheet after the reader reads the book. (Just one title for each Step — 15 minutes of reading.)
- Signs the logsheet.
- Sees the good things the reader does and says nice things to the reader.



Using 100 BOOK CHALLENGE® Skills Cards

A Parent's Guide

The 100 BOOK CHALLENGE Skills Cards travel between school and home daily. They are made to help you, the parent, be a successful Home Reading Coach and help your child make growth in reading. On each card, you will find the skills and strategies for each level. The included Comprehension questions match the higher- order thinking skills required by high-stakes tests. Here we've included some tips to help you make the best use of the Skills Cards.

Responsibilities of a Home Reading Coach

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 1Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. **THIS IS WHEN TO USE THE SKILLS CARD** (see right).
- ☆ Sign 100 BOOK CHALLENGE logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have the student pack up the books for a safe return to school.

The Basics of Coaching

1. Let your child do the work. The 100 BOOK CHALLENGE focuses on INDEPENDENT reading. If your child has selected appropriate books, you should not have to help him at all. He should enjoy the reading, and so should you. Listen all the time. Don't talk unless you absolutely have to. If your child makes a mistake, do this:
 - ▶ WAIT and don't say anything. Give him a chance to work it out on his own.
 - ▶ If your child corrects the mistake, praise him. ("I like the way you fixed that all on your own.")
 - ▶ If your child goes on for a while and does not correct the mistake, try one of these:
 - Ignore it, if it does not change the meaning of the text (Saying *home* instead of *house* doesn't change the basic meaning. Saying *horse* instead of *house* does change the meaning.)
 - Ask if what he read makes sense.
 - Give him the word and keep on going. Don't make a big deal of it.
2. Give your child the coaching he needs, when he needs it. See the back of this letter for suggestions about what to look for and say at each of the color levels.
3. Talk to your child about reading. Reading is thinking. Use a comprehension question from the Skills Card to start a discussion. Or just ask, "What are you thinking?" Explore, don't test. Just as adults enjoy talking to friends about their reading, kids do, too. Make book talk a regular activity in your home--over dinner, in the car, anywhere--so long as it happens!
4. Take 5 minutes to practice your child's Power Goal, the one his teacher asked him to work on. Use flash cards if necessary. When using flash cards, remember the 80/20 rule: Make sure 80% is material that your child knows well, and only 20% is new. Feeling successful means she'll enjoy the practice and stay engaged longer.

Supporting Your Child's Reading

	What to Say and Do	Don't Worry About
1-3Y	<p><u>1Y</u>: "I'll read the first page or two, then you finish it."</p> <p><u>2Y</u>: "Can you point to each word as you say it?"</p> <p><u>3Y</u>: "Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p><u>Transition to 1G</u>: Use flash cards and games to help transitioning readers memorize consonant sounds and Power Words.</p>	<p>...word substitutions that do not change the meaning of the sentence. (e.g., If student says "I have a cat," when the text says "I have the cat.")</p> <p>...words that don't match the text, but DO match the picture and make sense. (e.g., If the child says "I see the stairs," when the text says "I see the steps.") He got the meaning and the first letter sound. Don't worry about the rest, for now.</p>
1G-2G	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>	<p>...trying to "sound out the word." He'll learn that later. Be patient. Enjoy the books together.</p>
1B	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use their fingers to decode the words on the card and read across the whole row (if they are able). Have them write some other words that have the same word chunk.</p>	<p>...asking your child to sound out letter by letter, or to use "rules" for decoding. Learning to notice and use word patterns is much faster. Help him practice chunking.</p> <p>...drilling the words on the back of the cards for memorization. These are provided for students to develop quick and flexible word chunking. Practice using the chunks.</p>
2B-1R	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "hammer," your child should cover the letters "mer," read "ham," then uncover "mer" to read "hammer.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
2R	<p>"Try a different sound for that letter or chunk."</p> <p>"Try accenting a different syllable. Keep trying until you recognize the word."</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
WT-GL	<p>"What word on this page is new for you? What do you think it probably means?"</p> <p>"What genre would you say this book is? How do you know?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p> <p>Ask your child to choose and explain a few of the Academic Vocabulary words from the back of the card each night.</p>	<p>...helping your child sound out words. Readers at Wt and above should be doing this independently. DO worry if your child has trouble decoding words quickly using chunking. If he is having this problem, he probably needs to read easier books.</p>

For more coaching help with levels 1Y through 2G, visit www.americanreadingathome.com



Helping Your Children with Comprehension Skills

Comprehension is the ability to apply understanding and meaning to what has been read. It includes skills such as listening, retelling, predicting, summarizing, evaluating, and identifying the main idea. Good readers connect their prior knowledge with the text and can easily communicate those thoughts and ideas to others. A good reader will take action and use strategies to fix comprehension when confused. Good readers think as they read, and make connections to real life, the world, and other things they have read. They use their imagination as they read and make predictions.

Actions and Questions that Help Demonstrate Comprehension:

Ask your child to do these things or answer these questions.

Retell the story as if you haven't heard it before.

Tell about the main character.

What is the problem? How was it solved?

What is the setting?

What is an important part of the book?

What does the book remind you of from your own life?

Ask open-ended questions.

- What would happen if...?
- If you were the character...?
- Why does the character...?

Form opinions and support them.

- What did you like about...? Why?
- What did you think about...? Why?
- I wonder if you think this is a good story—Why or why not?

Make predictions.

- What do you think this book will be about? Why?
- What might happen next? Why?

Practice summarizing.

- Have your child tell about what he/she read in his/her own words; draw a picture, or act out the story.

What is the main idea of the book?

- Find the main idea when reading. Have your child tell the purpose or the point of what has been read. What is the author trying to tell us or what is the message? Remember, the main idea is supported by details.

What else do you want to know?

What is an interesting detail?

What does _____ mean?

What did you learn from this reading?

Summarize the most important things about what you read.



1G Entry Requirements: Power Words Check

To begin 1G, know 25 of these words at Flash Speed. By the end of 1G, know ALL 60 words.

Student										Dates													
a									get						lots					this			
all									go						love					to			
am									had						me					up			
an									has						my					want			
and									have						no					was			
are									he						of					we			
at									here						on					went			
be									I						one					what			
big									in						said					where			
can									is						see					who			
can't									it						she					why			
come									like						that					will			
do									little						the					with			
down									live						there					yes			
for									look						they					you			
										Totals													



2G Entry Requirements: Power Words Check

To begin 2G, know 25 of these words at Flash Speed. By the end of 2G, know ALL 60 words.

Name:										Dates											
about				girl				jump				saw									
animal				give				make				says									
as				goes				many				so									
boy				going				new				some									
but				good				not				stop									
by				got				now				take									
came				happy				off				them									
could				her				oh				then									
day				him				or				these									
did				his				our				too									
does				home				out				under									
eat				house				over				were									
from				how				play				when									
fun				if				put				would									
gave				into				ran				your									
										Totals											

HOOK BOOKS



This list includes some of the most popular and engaging series for readers at each level. All of these titles are available at your local bookstore or library. They can also be purchased online. Get hooked on any one of these great series and reading may well be what makes this a memorable year!

Level	Series	Author
1B	<i>Biscuit</i> <i>Harry Spot</i> <i>Little Bear</i> <i>Puppy Mudge</i>	Alyssa Capucilli Harriet Ziefert Eric Hill Else Minarik Cynthia Rylant
2B	<i>Clifford</i> <i>Elephant & Piggie</i> <i>Fly Guy</i> <i>Amanda Pig</i> <i>Little Critter</i> <i>After School Sports Club</i> <i>Robot & Rico</i>	Norman Bridwell Mo Willems Tedd Arnold Jean Van Leeuwen Mercer Mayer Alyson Heller Anastasia Suen
1R	<i>Arthur</i> <i>Easy-to-Read Spooky Tales</i> <i>Fox</i> <i>Miss Nelson</i> <i>Poppleton</i> <i>Henry and Mudge</i> <i>The Adventures of Benny and Watch</i> <i>Katie Woo</i> <i>Nate the Great</i> <i>Amelia Bedelia</i> <i>Frog and Toad</i>	Marc Brown Veronika Charles James Marshall James Marshall Cynthia Rylant Cynthia Rylant Gertrude Chandler Warner Fran Manushkin Marjorie Weinman Sharmat Peggy Parish Arnold Lobel
2R	<i>Cam Jansen</i> <i>Flat Stanley</i> <i>Horrible Harry</i> <i>Junie B. Jones</i> <i>Pinky and Rex</i> <i>Ricky Ricotta</i> <i>Roscoe Riley Rules</i> <i>Julian</i> <i>Marvin Redpost</i> <i>Keena Ford</i> <i>Freddie Ramos</i>	David Adler Jeff Brown Suzy Kline Barbara Park James Howe Dav Pilkey K. Applegate Ann Cameron Louis Sachar Melissa Thomson Jacqueline Jules
Wt	<i>Andrew Lost</i> <i>A to Z Mysteries</i> <i>Go Girl!</i> <i>Claudia Cristina Cortez</i> <i>Judy Moody</i> <i>My Weird School</i> <i>Magic Tree House</i> <i>Zack Files</i> <i>Miami Jackson</i> <i>Boxcar Children</i> <i>Katie Kazoo</i> <i>Rainbow Fairies</i> <i>Sports Illustrated Kids</i> <i>Graphic Novels</i>	J.C. Greenburg Rob Roy Vicki Steggall Diana Gallagher Megan McDonald Dan Gutman M. Pope Osborne Dan Greenburg Patricia McKissack Gertrude Warner Nancy Krulik Daisy Meadows Various Authors

Level	Series	Author
Bk	<i>Babymouse</i> <i>Franny K. Stein</i> <i>Geronimo Stilton</i> <i>Hank Zipzer</i> <i>Goosebumps</i> <i>Time Warp Trio</i> <i>Diary of a Wimpy Kid</i> <i>American Girl</i> <i>Matt Christopher Sports</i> <i>Captain Underpants</i>	Jennifer Holm Jim Benton Geronimo Stilton Henry Winkler R.L. Stine Jon Scieszka Jeff Kinney Various Authors Matt Christopher Dav Pilkey
Or	<i>Camp Confidential</i> <i>Dragon Slayers' Academy</i> <i>Spiderwick Chronicles</i> <i>Dear Dumb Diary</i> <i>Comeback Kids</i> <i>My Teacher Is an Alien</i> <i>Julian Rodriguez</i>	Melissa Morgan Kate McMullan Tony DiTerlizzi Jim Benton Mike Lupica Bruce Coville Alexander Stadler
Pu	<i>Beacon Street Girls</i> <i>Diamond Brothers</i> <i>A Series of Unfortunate Events</i> <i>The Seventh Tower</i> <i>How to Train Your Dragon</i> <i>On the Run</i> <i>Winning Season</i> <i>Percy Jackson</i> <i>Gallagher Girls</i> <i>Sports Fiction</i> <i>Giver Series</i> <i>Missing</i>	Annie Bryant Anthony Horowitz Lemony Snicket Garth Nix Cressida Cowell Gordon Korman Rich Wallace Rick Riordan Ally Carter Tim Green Lois Lowry Margaret P. Haddix
Br	<i>Alex Rider</i> <i>The Dark Is Rising</i> <i>Maximum Ride</i> <i>Vampirates</i> <i>Pendragon</i> <i>Young Bond</i> <i>Last Apprentice</i> <i>Fablehaven</i> <i>Sports Fiction</i>	Anthony Horowitz Susan Cooper James Patterson Justin Somper D.J. MacHale Charlie Higson Joseph Delaney Brandon Mull John Feinstein



100 BOOK CHALLENGE Guidelines

1. **First Do No Harm:** The purpose of 100 BOOK CHALLENGE is to be sure that all children learn the life habit of independent reading. Should any 100 BOOK CHALLENGE rule, form, or procedure begin to interfere with a child's everyday learning that reading is one of the most satisfying, natural, and essential parts of life, please assume there is a misunderstanding and call the American Reading Company office toll-free at 866-810-BOOK (2665).
2. **Success:** A successful 100 BOOK CHALLENGE classroom is one in which every child has met the minimal goal of 800 Steps per year. 800 Steps is only 60 minutes a day for 200 days. Young avid readers read two to four times that amount on average. It is this difference in reading experience that largely explains the achievement gaps among our children.
3. **Teacher:** The teacher is actively coaching independent reading during 100 BOOK CHALLENGE time. This is not the time for guided reading or teacher seatwork. The teacher is monitoring the whole class, working with a small group, or conferencing with individuals, but in all cases she is supporting and assessing students' success in books they have chosen to read for their own reasons.
4. **Levels:** The classroom teacher—in collaboration with the student, parent, and school reading specialist—should be the final arbiter of whether or not a reader can handle a given reading level. The whole point of the 100 BOOK CHALLENGE is to ensure that long-term, daily, in-depth interactions with children are used to determine reading levels. No single test can determine a child's reading level as well as 100 BOOK CHALLENGE in the hands of a knowledgeable teacher.
5. **Reading Zones:** Students should be encouraged to read widely from books in their "Reading Zones." The Reading Zone includes the highest color a reader can handle on his or her own and anything easier. Students are not required to read only from the top of their independent Reading Zones all the time. When in doubt, trust the child's preferences. Skills Cards go home daily for coaching support.
6. **Student:** Pencils and logsheets are away. No writing of any kind should happen during the reading time. All students are doing independent reading from books they have selected. Students are not doing guided reading, shared reading, or centers. Partner reading can be useful during the second half of the reading time as emergent readers get tired; however, partner reading should be used sparingly with 2Y through 1B levels and rarely, if ever, once a child is at 2B.
7. **Parent:** The parent is the Home Coach and is in charge of deciding what "counts" for 100 BOOK CHALLENGE reading at home. There is no limit on how much home reading is allowed to count for 100 Book Challenge. Avid readers typically read four to seven Steps a night. This should be encouraged. We recommend that students read in their Reading Zones, but the parent should be the judge of home success levels. Any book counts for 100 BOOK CHALLENGE reading, not just 100 Book Challenge books.
8. **Documentation:** Readers do not have to write anything to "prove" that they have actually read whatever is on the logsheets or Log Books. Home Coach signatures are good enough. Any book counts for 100 Book Challenge. Do not limit student reading to just 100 BOOK CHALLENGE books. Students may read independently at other points in the school day and document this reading in their logs, provided that this is in addition to, rather than in place of, the daily Readers' Workshop when all students are reading and all adults are coaching.
9. **Logsheets or Log Books:** 1 Step = 15 minutes of reading for Kindergarten through 12th grade.
10. **Avid Reader Account:** Once a student has demonstrated that he or she is already an avid reader, he or she may use an Avid Reader Account system instead of logging every 15 minutes. An Avid Reader is automatically credited each week with the minimum number of Steps needed to be on target to reach the end-of-year goal. For example, if the end-of-year goal is 800 Steps, the Avid Reader is automatically credited with 22 Steps each week. Instead of keeping track of each 15-minute Step, the Avid Reader just keeps a list of the books she/he has read.



Early Literacy 100 BOOK CHALLENGE®

Home Literacy Environment Self-Assessment

Are You Growing a Reader?

Good Readers are made, not born. School and home have to work together to create places where children learn to love and appreciate books. Mark the items below to find out if your home is Growing a Reader.

School: _____
 Child: _____
 Parent/Guardian: _____
 Date: _____
 Grade: _____ Room: _____

	3	2	1	0
Item	Excellent	Good	Fair	Low
1 Books IN THE HOME: To grow a reader, a home needs lots of books, everywhere in the house and car.	We have more than 200 books in our house that my child likes to have read to him/her.	We have between 100 and 200 books in our house that my child likes to have read to him/her.	We have between 10 and 100 books in our house that my child likes to have read to him/her.	We have 10 or fewer books in our house that my child likes to have read to him/her.
2 READ-ALoud TIME: Children should be read to for at least 30 minutes per day.	I, or another person, read to my child for at least 30 minutes per day outside of school.	I, or another person, read to my child for at least 20 minutes per day outside of school.	I, or another person, read to my child for at least 10 minutes per day outside of school.	My child is not read to regularly at home.
3 Book-Look TIME: Children need lots of time to look at and enjoy books.	My child spends at least 15 minutes each day looking at books on his/her own.	My child spends at least 10 minutes each day looking at books on his/her own.	My child spends at least 5 minutes each day looking at books on his/her own.	My child does not spend time with books on his/her own.
4 TALKING TIME: To become good readers, children have to experience and know a lot of language.	My child and I talk about things for at least 45 minutes each day. We ask each other questions, and we listen to each other's answers.	My child and I talk about things for at least 30 minutes each day. We ask each other questions, and we listen to each other's answers.	My child and I talk about things for at least 15 minutes each day.	My child and I do not talk about much.

Self-Assessment Totals	
3 Excellent	10-12
2 Good	7-9
1 Fair	4-6
0 Low	0-3



Early Literacy 100 BOOK CHALLENGE®

Raising a Reader

Recipe for Raising a Reader

1. Talk to the child when you are together.
2. Listen to the child. Ask the child questions. Listen to the child's answers.
3. Read to the child every day. Read lots of books.
4. Talk about the books.
5. Encourage the child to look at books by him/herself. Let the child "tell" the story from just the pictures.
6. Let the child see you reading—books, magazines, newspapers, etc.
7. Make sure there are always lots of books everywhere in the child's house—kitchen, living room/family room, bedroom, bathroom—and in the car.
8. Encourage the child to write and draw. Make sure the child has lots of paper, crayons, pencils, markers, etc.
9. Let the child see you writing—lists, letters, notes, etc.
10. Take the child to the library and bookstore often.

